

# Video Teaching Notes: Report Units 7–9

## The Gulf Coast

### Report Summary

**Topic:** The Report is about The Gulf Coast. It gives information about a serious environmental disaster that occurred there in 2010 when a British Petroleum (BP) oil platform exploded.

**Preparation:** Ask some questions, *Can you name any of the major oil companies? Do you know anyone who works in the oil industry? Has there ever been an environmental disaster in your country?*

Check students understand these words: *bays, disaster, economy, inlets, lagoons, polluted*

**Background:** The explosion on the BP Deepwater Horizon oil rig on April 20th, 2010 was the worst environmental disaster in U.S. history. Since the explosion, over 25,000 kilometers of coastline have been affected. Within six months of the explosion, over 8,000 animals, birds, turtles, and mammals have died. Since then, over 30,000 people have helped clean up the beaches, collect oil, and care for the injured birds and animals.

### Before You Watch

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't know and use their suggestions to start a class discussion.

#### ANSWER

Students' own answers.

### Comprehension Check

1. Watch the Report. Choose the correct answers.  
Pre-watching: Go through the questions with the students.
  1. What kind of industries are there in the Gulf of Mexico?
  2. When was the explosion on the BP oil platform?
  3. Why have the fisherman there stopped fishing?



Play the whole Report. Students choose the correct answers. Check their answers with the Comprehension Check.

#### ANSWERS

2. b 3. c

2. Watch the Report again. Check (✓) the words you hear.  
Pre-watching: Ask students to read the words carefully and check the ones they hear. Check comprehension and pronunciation of the different U.S. States before watching the Report. Check their answers.



Play the Report again to check answers. Pause as necessary.

#### ANSWERS

Mexico, the Bahamas, Cuba  
Texas, Louisiana, Mississippi, Alabama, Florida

3. Watch the Report again. Read the questions and complete the answers.

Pre-watching: Ask students to read the questions carefully and to complete the answers with the correct words.



Play the Report again to check answers. Pause where necessary.

#### ANSWERS

2. lagoons 3. million 4. oil

4. Watch the Report again. Circle T (true) or F (false).

Pre-watching: Ask students to read the statements and circle T (true) or F (false) before watching the Report again.



Play the Report again to check answers. Pause after each statement.

#### ANSWERS

2. F 3. T 4. F 5. T 6. T

**OPTIONAL ACTIVITY** Write these prompts on the board:

*I must ...*


*I'm supposed to ...*

*I have to ...*

*I might ...*

Divide the class into pairs. Student A thinks of four statements using the prompts on the board. Three statements must be true and one must be untrue. Student B listens and has to guess which statement is untrue. When they've guessed correctly they swap roles.

### Language Check

5.  Look at the chart.  
Then watch the Language Check.

#### have to / has to

They also **have to help** restore the local economy ....

#### must

BP ... **must pay** for cleaning programs all over the Gulf.

#### might

... the effects on local sea life **might get** worse.

#### be supposed to

These fishermen **are supposed to be** out on the ocean ...

Pre-watching: Revise the grammar points by brainstorming a long list of verbs on the board for use in the following activities.

## Video Teaching Notes: Report Units 7–9

Remind students that we use *have to* or *has to* plus the base form of the verb, to say that something is necessary, e.g. *You have to go to school. I have to visit my grandma on her birthday.* Practice with more statements using the verbs on the board.

Remind students that we use *must* plus the base form of the verb to talk about prohibition (when something is a rule). Write gapped statements on the board and elicit verbs to complete them, e.g. *You must [wear] gym shoes in the gym. You must [arrive] in time for class.*

Remind students that we use *might* plus the base form of the verb to talk about possibility. Give some situations and elicit possible outcomes, e.g. *It's cloudy. (It might rain this afternoon.) I've missed the bus. (I might be late for class.) He's tired. (He might go to bed early.)*

Write *be supposed to* + base form on the board, and ask students to talk about what they're supposed to do in certain situations, e.g. *You're going to be out late. (I'm supposed to call my mom.) You have an empty soda can. (I'm supposed to recycle it.)*



Play the Language Check and pause when examples of the language appear. Ask students to listen and repeat.

### 6. Complete the statements with the correct words.

Ask students to read the statements carefully and then circle the correct words in each answer.

Go through the answers with the class.

#### ANSWERS

2. might 3. must 4. might 5. must 6. have to

### 7. Complete the statements with the correct words below.

Ask students to complete the statements with the correct words below.

Go through the answers with the class.

#### ANSWERS

2. put 3. clean 4. pollute 5. look after 6. recycle

## About You!

### 8. Answer the questions about you.

Read the questions with the class and elicit answers from individual students.

#### ANSWER

Students' own answers.

#### SCRIPT

This is the Gulf Coast of the United States. It's a long stretch of coastline on the Gulf of Mexico, a large sea between the United States, Mexico, the Bahamas, and Cuba. The Gulf Coast includes the U.S. states of Texas, Louisiana, Mississippi, Alabama, and Florida.

It's a very diverse area with lots of inlets, bays, and lagoons, and a lot of wildlife. It's also home to a lot of industry.

There's a large fishing industry here and, just off the Gulf Coast, there are nearly 4,000 oil platforms.

One of these platforms was the British Petroleum (BP) platform, Deepwater Horizon. One of the worst environmental disasters in history happened here.

On Tuesday April 20th 2010, there was a terrible explosion. It killed eleven men, and caused over 200 million gallons of oil to leak into the ocean. On September 19th 2010, BP finally stopped the leak.

Today, you can still see the effects of the disaster on the local environment, and on the local economy.

It's summer and all of these beaches are supposed to be full of tourists. Tourists are very important to the local economy, but they don't come here anymore because the oil has polluted the beaches and the ocean.

Similarly, these fishermen are supposed to be out on the ocean, but there aren't many fish to catch anymore. The oil killed a lot of the local sea life, and very few people come here to fish now.

The U.S. government have said that BP – the company responsible for the oil – must pay for cleaning programs all over the Gulf. They also have to help restore the local economy, which the disaster destroyed.

We still don't know what the full effects of the oil spill will be. In fact, some experts predict that the effects on local sea life might get worse. But one thing is for sure. Everybody involved will have to work together to make the Gulf clean again.